

## Pupil Premium Impact Assessment

Academic Year: 2017/2018

NOR	158 (140 excluding FS1)
Number and percentage of pupils eligible for PP funding	73 (52%)
Academy Deprivation Index	0.57
Nominated member of EAB	Mark Rushby
EAB PP Review dates	December 2017, April 2018 & July 2018
Total Budget allocation	£102,960

Outcomes of Previous Academic year

EYs (GLD)	Disadvantaged pupils: 60% All pupils: 69%
Key Stage 1 Reading	Disadvantaged pupils: 56% All pupils: 63%
Key Stage 1 Writing	Disadvantaged pupils: 56% All pupils: 63%
Key Stage 1 Maths	Disadvantaged pupils: 56% All pupils: 68%
Key stage 2 Reading	Disadvantaged pupils: 15% All pupils: 26%
Key stage 2 Writing	Disadvantaged pupils: 54% All pupils: 58%
Key stage 2 Maths	Disadvantaged pupils: 54% All pupils: 58%

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**What does the data suggest for priorities for the next academic year?** (\*this requires you to identify whether any underachievement was cohort specific or a wider issue to be addressed in the following year)

- To close that gap between the number of disadvantaged children and non-disadvantaged children achieving a GLD
- To close the gap and increase the number of children attaining the required standard on the phonics screening check so that it is in line or above national
- To improve attainment in reading, writing and maths for all pupils and to close the gap for disadvantaged pupils so they are achieving in line with other pupils nationally by the end of KS1

## **Current Pupils**

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	<b>% Eligible</b>	<b>% LAP</b>	<b>% MAP</b>	<b>% HAP</b>
<b>Early Years</b>	<b>41% (12/29)</b>			
<b>Specific intervention need</b>		Language Acquisition/Speech and Language Support	Language Acquisition /Speech & Language Support	
<b>Objective number/s</b>		<b>1</b>	<b>1</b>	
<b>Y1</b>	<b>31% (5/16)</b>	<b>60% (3/5)</b>	<b>40% (2/5)</b>	<b>0 (0/5)</b>
<b>Specific intervention need</b>		Speech & Language Phonics Intervention Reading Intervention - fluency	Speech & language Phonics Intervention Reading Intervention - fluency	
<b>Objective number/s</b>		<b>1,2 &amp; 3</b>	<b>1, 2 &amp; 3</b>	
<b>Y2</b>	<b>54% (14/26)</b>	<b>29% (4/14)</b>	<b>71% (10/14)</b>	<b>0 (0/14)</b>
<b>Specific intervention need</b>		Phonics Intervention Reading Intervention – Fluency & simple comprehension	Phonics Intervention Reading Intervention – developing comprehension skills and reading stamina	
<b>Objective number/s</b>		<b>2 &amp; 3</b>	<b>2 &amp; 3</b>	
<b>Y3</b>	<b>44% (8/18)</b>	<b>38% (3/8)</b>	<b>62% (5/8)</b>	<b>0 (0/8)</b>
<b>Specific intervention need</b>		Reading Intervention – developing fluency and comprehension	Reading Intervention – developing comprehension skills and reading stamina GD writing intervention	

Objective number/s		2	2 & 4	
Y4	62% (13/21)	69% (9/13)	31% (4/13)	0 (0/13)
Specific intervention need		Phonics Intervention Reading Intervention – Fluency & Comprehension Writing Intervention – Write Away Together Fortis Therapy – therapeutic intervention	Reading Intervention – developing comprehension skills and reading stamina	
Objective number/s		2,3 & 6	3	
Y5	46% (6/13)	17% (1/6)	67% (4/6)	17% (1/6)
Specific intervention need		Reading Intervention – Fluency & Comprehension Third Space Learning – Maths Intervention (Summer Term)	Third Space Learning – Maths Intervention (Summer Term)	Third Space Learning – Maths Intervention (Summer Term) Reading Intervention – GD Writing Intervention – GD
Objective number/s		3 & 5	5	3, 4 & 5
Y6	68% (13/19)	46% (6/13)	54% (7/13)	0 (0/13)
Specific intervention need		Reading Intervention – Target EXS Group Writing Intervention – Write Away Together	Third Space Learning - Maths In intervention (Autumn & Spring) Reading Intervention – Target EXS group	

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<p><b>Objective number/s</b></p>		<p>Fortis Therapy – therapeutic intervention</p> <p><b>3, 4 &amp; 6</b></p>	<p>Reading Intervention – Target GD group</p> <p>Writing Intervention – Sentence construction, grammar and punctuation</p> <p><b>3, 4 &amp; 5</b></p>	
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### Additional Planned Use of Funding (Whole Academy)

Item / Project	Cost	Objective	Outcome
Educational Visits	£3,650	<ul style="list-style-type: none"> <li>£50 In-Academy credit introduced for all pupils eligible for PPG</li> <li>All children have the opportunity to participate in school/residential visits to gain first hand experiences linked to the curriculum</li> <li>To inspire and engage pupils</li> <li>To widen their knowledge &amp; understanding of the world</li> </ul>	All children have had the opportunity to participate in visits throughout the academic year including Yorkshire Wildlife Park and Normanby Hall. Children have the opportunity to access in school clubs.
Breakfast club coaches and academy salaries	£2,990	<ul style="list-style-type: none"> <li>To provide pupils with the opportunity to have a healthy breakfast at the start of the day so they are ready to learn</li> </ul>	All pupil premium pupils continue to have access to the daily breakfast which club continues to be successful. The breakfast club ensures that children arrive on time and ready to learn. It also gives them the opportunity to enjoy early morning activities.
Education Welfare support	£2,600	<ul style="list-style-type: none"> <li>To improve attendance and punctuality</li> </ul>	Attendance continues to improve. Attendance at the end of the 2018 was 95.3%. The attendance of Pupil Premium is closely monitored. The attendance of Pupil Premium Pupils was 95.5%.
Nurture and Pastoral Support	£27,944 + overtime	<ul style="list-style-type: none"> <li>To provide social and emotional support to children and families</li> <li>To support and engage vulnerable families</li> </ul>	The Home School Pastoral officer continues to support vulnerable families and those needing additional support through Early Help. This has included supporting parents facing eviction, attending medical appointments with parents who lack confidence when dealing with professionals and understanding jargon.
1:1 Mental/Emotional Support for pupils	£3795	<ul style="list-style-type: none"> <li>Ensure children are ready for learning</li> <li>Improve attainment for pupils with emotional/mental issues</li> </ul>	Identified children access emotional support through FORTIS therapy to develop resilience and manage their emotions appropriately. Pupil Premium Pupils are given priority when accessing therapeutic interventions. 100% of

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			the pupils identified to access intervention in 2017-2018 were Pupil Premium Pupils. The impact of the intervention on the identified Y6 pupils was improved attitudes to learning, increased participation within class sessions and improved outcomes at the end of KS2.
Additional Intervention teacher in Year 6.	1,448 + 2,398 + 3,591 + On-Costs	<ul style="list-style-type: none"> <li>To raise achievement</li> </ul>	<p>The Intervention Teacher/Lead Teacher delivered interventions for identified pupils. In 2018, 62% of Pupil Premium Pupils achieved EXS+ in reading compared to 23% in 2017. Progress increased from -9.75 to + 2.2. Reading APS increased from 92.8 to 100.6. The percentage of PP children achieving GD in reading increased from 0% to 15%. The percentage of Pupil Premium Pupils achieving EXS+ in writing increased from 54% to 62%. The percentage of children achieving GD in writing increased from 0% to 8%. Progress in writing for Pupil Premium Pupils increased from -3.8 to + 3.1 in 2018. In 2018 54% of Pupil Premium Pupils achieved EXS+ in Maths and 8% achieved GD. Progress in Maths increased from -4.62 in 2017 to +0.1 in 2018. The percentage Pupil Premium Pupils achieving combined R,W&amp;M improved by 36%, from 13% in 2017 to 46% in 2018.</p>
Lunchtime Clubs	£30.00 per session (3x weekly)	<ul style="list-style-type: none"> <li>To improve behaviour at lunchtime.</li> <li>To enable pupils to access arrange of extra- curricular activities.</li> </ul>	Lunchtime clubs delivered by Premier Sports. Children enjoy accessing a variety of activities including football, multi-skills and archery. Engagement in clubs continues to improve.

Class Budgets	£2,400	<ul style="list-style-type: none"> <li>Enhance learning environment</li> <li>Engage children in their learning</li> </ul>	Class budgets allow staff to enhance their learning environments to engage children, and begin to immerse them in their learning. Children's positive attitudes and their enthusiasm for learning continues to grow. Children are keen to find out about their topics.
Additional SEN Support	£16,400 + £13,200 + £10,600	<ul style="list-style-type: none"> <li>Learning Support Officer</li> <li>TA employed to support pupils with additional needs (KW) and Additional TA hours</li> </ul>	The Learning Support Officer has played a lead role in supporting the SENDCo who works across 3 academies in making referrals in to the Specialist Advisory Service, liaising with parents and outside agencies, including the Educational Psychologist. She has also worked with identified pupils to ensure that recommendations from external reports are delivered. She has also supported with collating information for the provision maps.
Learning Director	£900 per month	<ul style="list-style-type: none"> <li>To support Y6 staff in raising standards and close the attainment gap.</li> </ul>	<p>The Director of Learning supported the class teacher who was new to Y6 with planning, delivery and the planning and delivery of bespoke interventions based on gap analysis and forensic data analysis. In 2018, 62% of Pupil Premium Pupils achieved EXS+ in reading compared to 23% in 2017. Progress increased from -9.75 to + 2.2. Reading APS increased from 92.8 to 100.6. The percentage of PP children achieving GD in reading increased from 0% to 15%.</p> <p>The percentage of Pupil Premium Pupils achieving EXS+ in writing increased from 54% to 62%. The percentage of children achieving GD in writing increased from 0% to 8%. Progress in writing for Pupil Premium Pupils increased from -3.8 to + 3.1 in 2018.</p> <p>In 2018 54% of Pupil Premium Pupils achieved EXS+ in Maths and 8% achieved GD. Progress in</p>

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			Maths increased from -4.62 in 2017 to +0.1 in 2018. The percentage Pupil Premium Pupils achieving combined R,W&M improved by 36%, from 13% in 2017 to 46% in 2018.
<b>Total</b>	<b>£100,916 – excluding clubs</b>		

**Action plan**

Objective 1 – Speech & Language/Language Acquisition  Years: EYFS & Y1	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
<b>Objective 1 EYFS</b>	Weekly small group and 1:1 support to deliver speech & language intervention.	£1200	12	KW/RT/LW	Children able to articulate sounds clearly and pronounce words accurately
<b>Objective 1 Year 1</b>	Weekly small group and 1:1 support to deliver speech & language intervention	£300	3	PD/CP	DB & CP -Children able to articulate sounds clearly and pronounce words accurately  PW - Early speech developed Can make himself known using key words and phrases
<b>Review Term 1</b>	<p>EYFS - Referrals made to SALT to ensure that the needs of individual children have been made. LW (Teaching Assistant) delivering small group and 1:1 support based on recommendations from SALT. On-going support to continue for all identified pupils.</p> <p>Y1 – Makaton to be introduced. On-going support from SALT. Sessions delivered in school and followed up with Teaching Assistant. Still not communicating in words. Will try to make needs known by showing and pointing and making sounds.</p> <p>DB &amp; CP – developing clearer sounds although pronunciation still needs further support. <a href="#">Encourage use of correct sounds – xx can revert to baby talk. xx re-refer to SALT.</a></p>				

<b>Review Term 2</b>	<p>EYFS ongoing – children encouraged to use clear sounds and accurate articulation throughout the day. SALT support continuing. <a href="#">Xx to receive additional 1:1 support.</a></p> <p>Y1 – Ongoing support for 2 children. XX beginning to articulate some sounds more clearly but when excited/speaking quickly he still struggles to make himself understood clearly. XX beginning to use Makaton and make his needs known.  <a href="#">Staff to attend ‘It’s only Words’ Training in order to support the teaching of vocabulary.</a></p>
<b>Review Term 3</b>	<p>EYFS - 80% of Pupil Premium Pupils achieved expected at the end of EYFS for speaking. The children’s ability to articulate sounds and pronounce words clearly has improved significantly due to on-going 1:1 support, group work and developing opportunities for speaking throughout the unit. Recommendations from external support have been followed.</p> <p>Y1 – XX continues to attend external SALT at the CDC. Speech continues to improve but will need on-going support. The Speech and Language Therapist has commented on how improved XX’s communication skills are. He is now articulating some single words and two word phrases. He can say colours such as blue, green and red. Will say ‘yes please’ and ‘no thank you’. <a href="#">XX to have continued support in Y2. SALT to work with XX weekly and AL (Teaching Assistant) and KF (Learning Support Officer) to deliver the programme throughout the week and liaise with the S&amp;L therapist.</a></p>

<b>Objective 2 Phonics Intervention</b>	<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible</b>	<b>What will success look like?</b>
<b>Years: 1, 2, &amp; 4</b>					
<b>Objective 2 Year 1</b>	<p><b>Small group &amp; 1:1 support daily</b></p> <p><b>PW 1:1 (1x weekly)</b></p> <p><b>Small Group support (1x weekly)</b></p>	<p><b>Phonics Intervention teacher £2000</b></p>	<p><b>5 Children</b></p>	<p><b>LG, PD &amp; CP</b></p>	<p><b>PW-to be able access phase 2 phonics and beginning to segment and blend words</b></p> <p><b>DB &amp; CP- to be able to articulate sounds clearly when</b></p>

					<p><b>segmenting and blending.</b></p> <p><b>LJ &amp; JS to pass the phonics screening check in June</b></p> <p><b>Children able to recognise digraphs and blend/segment in their reading and writing.</b></p>
<p><b>Objective 2 Year 2</b></p>	<p><b>Small group &amp; 1:1 support daily</b></p> <p><b>JP (1:1 Support daily)</b></p> <p><b>Small Group support (1x weekly)</b></p> <p><b>RWI</b></p>	<p><b>Phonics Intervention teacher £2000</b></p>	<p><b>6 Children</b></p>	<p><b>LG, LS, &amp; SS</b></p>	<p><b>Able to recall all speed sounds – phoneme/grapheme correspondence</b></p> <p><b>To be able to recognise digraphs /split digraphs and able to segment and blend words confidently when reading and writing</b></p> <p><b>SC, CM, QW &amp; CW-P to successfully pass the phonics screening check</b></p>
<p><b>Objective 2 Year 4</b></p>	<p><b>Small group &amp; 1:1 support – weekly</b></p> <p><b>RWI Fresh Start</b></p>	<p><b>Phonics Intervention teacher £2000</b></p>	<p><b>7 children</b></p>	<p><b>LG, KW, HL, SJ &amp; CH</b></p>	<p><b>Children are able to recognise all speed sounds and apply their knowledge when decoding unfamiliar words.</b></p>

<p><b>Review Term 1</b></p>	<p>LG to use RWI/Phonics Screening assessments to identify gaps for identified pupils and share outcomes with class teachers.          0% achieved the threshold of the phonics screening test when tested in September 2017.          6% achieved the threshold by December 2017.  <a href="#">Additional support to be implemented to support phonics groups. LW &amp; CH to focus on target pupils.</a>          Y4 – LG delivered small group interventions – ongoing.</p>
<p><b>Review Term 2</b></p>	<p>41% achieved the threshold on the phonics screening check in March 2018.  <a href="#">Groupings to be reviewed.</a>          Y4 – LG delivered small group interventions – ongoing</p>
<p><b>Review Term 3</b></p>	<p>65% achieved the threshold on the 2018 phonics screening check. Out of the 4 Pupil Premium Pupils 2 (50%) achieved the threshold.          XX &amp; XX achieved the threshold. XX who had been targeted did not reach the threshold.  <a href="#">XX &amp; XX to be a focus of Phonics RAG meetings to be introduced in Autumn 2018.</a>  <a href="#">RWI training to be delivered to all EYFS, KS1 staff and teaching assistants.</a>          56% (5 out of 9 pupils) of Y2 children reached the required threshold on the 2018 phonics screening check. 40% (2 out of 5 pupils) of Pupil Premium pupils met the threshold.</p>

<b>Objective 3 Reading Intervention</b>	<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible</b>	<b>What will success look like?</b>
<b>Years: 1, 2, 3, 4, 5 &amp; 6</b>					
<b>Objective 3 Year 1</b>	<b>1:1 and small group support to develop word recognition, fluency and expression</b>  <b>Weekly/Daily</b>	<b>TA Support - CP</b>	<b>5 children</b>	<b>PD &amp; CP</b>	<b>Children are able to read some texts fluently and are developing a range of strategies when decoding.</b>  <b>Children are able to talk about the text.</b>
<b>Objective 3 Year 2</b>	<b>1:1 and small group support to develop word recognition, fluency and expression</b>  <b>Weekly/daily</b>	<b>TA Support – SS &amp; KW</b>	<b>6 children</b>	<b>LS, SS &amp; KW</b>	<b>Children will be able to read fluently, decoding using a range of strategies and are able to talk about the text confidently.</b>
<b>Objective 3 Year 3</b>	<b>1:1 reading 1x weekly To develop fluency, expression &amp; comprehension</b>	<b>LG - £1000</b>	<b>3 Children</b>	<b>LG &amp; KW</b>	<b>Fluency will be increased so that children are able to make meaning.</b>
<b>Objective 3 Year 4</b>	<b>Small group intervention 1x weekly</b>	<b>TA support – SJ &amp; AL</b>	<b>7 children</b>	<b>HL, SJ &amp; AL</b>	<b>Reading fluency and comprehension has increased.</b>  <b>Children are able to access age appropriate texts.</b>

					<b>Fluency and stamina has increased from baseline assessment</b>
<b>Objective 3 Year 5</b>	<p><b>Small group intervention 1x weekly Recap of phonics – RWI Fresh Start To develop comprehension skills – to be able to explain information in the text and begin to be able to use evidence to support opinions</b></p> <p><b>KT- 1:1 Support for GD Reading</b></p>	<b>LG - 1000</b>	<b>2 Children</b>	<b>LG and HL</b>	<p><b>Able to read and comprehend texts at an age appropriate level and able to begin to give reasons for his answers</b></p> <p><b>Able to use evidence from the text to justify answers</b></p> <p><b>KT – to reach GDS in reading</b></p>
<b>Objective 3 Year 6</b>	<p><b>Target EXS Reading Intervention x3 weekly</b></p> <p><b>EXS Reading Intervention x3 weekly</b></p> <p><b>GD Reading Intervention x2 weekly</b></p>	<p><b>LG £1000</b></p> <p><b>MO – Lead teacher</b></p> <p><b>AC – Director of Learning</b></p>	<p><b>Target EXS</b></p> <p><b>EXS Group – 6 children:</b></p> <p><b>GD Group – 3 children</b></p>	<b>AC, LG, DF &amp; MO</b>	<p><b>Children will reach EXS+ at the end of KS2</b></p> <p><b>Children will reach GDS at the end of KS2</b></p>

<p><b>Review Term 1</b></p>	<p>Introduction of the Delta Reading Strategy – October 2017        Y1 - XX, XX, XX receiving daily reading with CP. – <a href="#">continue with focus on decoding CVC words and phonic readers. RWI reading books.</a>        XX accessing simple texts and is able to make meaning  <a href="#">Referrals to SAS to be made for XX &amp; XX</a>        Y2 - focussed small group and 1:1 support. 46% of PP pupils RAG rated as 1 or 2.1.        Y3 - daily reading from CH to support fluency ongoing. All PP pupils rated 2.2+ on the RAG. 57% rated as 2.1+ <a href="#">GD focus through the introduction of the Delta Reading Strategy for XX, XX, XX &amp; XX</a>        Y4 – Focus on increasing fluency and stamina in reading. 60% PP pupils RAG rated 2.2+ &amp; 30% 2.1.        Y5 – Focus on comprehension – use of Delta reading Strategy – access to higher level questioning and quality texts. 83% of PP pupils RAG rated 2.2+, 50% 2.1+ and 17% 1        Y6 – Delta Director of Learning 1 day a week. Lead teacher/Intervention teacher supporting Y6 to improve outcomes. 69% of PP pupils RAG rated 2.2+, 46% rated as 2.1+ and 23% rated as 1.</p>
<p><b>Review Term 2</b></p>	<p>Y1 – XX &amp; XX accessing ARE with ongoing support. XX&amp; XX to continue to have 1:1 and small group support for reading. <a href="#">XX – EHCP request</a>  <a href="#">Y2 – EHCP request for XX.</a> 60% of PP pupils RAG rated as 1 or 2.1.        Y3 - <a href="#">GD focus through the introduction of the Delta Reading Strategy for identified pupils</a>– RAG rated 1 or 2.1.        Y4 – 73% PP pupils 2.2+, 45% 2.1+ &amp; 9% RAG rated as 1        Y5 - 100% of PP pupils RAG rated 2.2+, 83% 2.1+ and 67% 1        Y6 – 92% of PP pupils RAG rated as 2.2+, 69% 2.1+ and 46% rated as 1 – <a href="#">GD target group established. Working with pupils from Willows Academy.</a></p>
<p><b>Review Term 3</b></p>	<p>Y1 – XX and XX working within ARE for reading. XX beginning to access GD with focussed support from class teacher – identify to achieve GD at the end of Y2. XX &amp; XX still working below ARE.        70% of Pupil Premium Pupils achieved EXS+ in reading at the end of KS1 in 2018 a 20% increase from 2017. 31% achieved GD in 2018 compared to 0% in 2017. EHCP request successful for LJ.        Y3 – 2 PP pupils RAG rated 1 for GD in reading. 57% of PP pupils RAG rated as 1 for EXS, all accessing ARE texts and able to make meaning.        Y4 - 82% PP pupils 2.2+, 55% 2.1+ &amp; 27% RAG rated as 1 – <a href="#">Ensure that the 3 pupils RAG rated 1 are targeted for GD.</a>        Y5 – 83% of PP pupils (5 out of 6 pupils) RAG rated 1. RN - 2.2. Needs to focus on responses and ensure that what he has written is relevant. <a href="#">Consider the use of a scribe for Y6 testing.</a> 3 pupils accessing GD.        Y6 – 62% of PP pupils achieved EXS+ in the 2018 reading SAT. Progress increased from – 9.75 in 2017 to +2.2 in 2018. 15% of PP pupils achieved GDS in reading in 2018 compared to 0% in 2017.</p>



Objective 4 Writing Intervention  Years: Y3, Y4, Y5 & Y6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 4 Year 3	Small group GD writing intervention – Write Away Together Technique to be introduced (Autumn 2)	TA support - CH	2 children	KW & CH	Children will continue to attain GD in their writing
Objective 4 Year 4	1:1 writing Intervention – Write Away Together Technique to be introduced (Autumn 2)	TA Support – SJ/AL/CH	3 children	HL, KW, CH, SJ & AL	Children will be able to improve their writing through structured discussion and the use of success criteria
Objective 4 Year 5	1:1 writing Intervention – Write Away Together Technique to be introduced (Autumn 2)	TA Support – SJ/AL	3 children	HL, AI & SJ	Children will reach GD in their writing.
Objective 4 Year 6	EXS Writing Intervention x2 weekly  GD Writing Intervention x1 weekly	EL – Lead teacher  AC – Director of Learning	EXS Group  GD Group	AC, LG, DF & EL	Children will reach EXS+ at the end of KS2  Children will reach GDS at the end of KS2

<b>Review Term 1</b>	<p>Y3 – On-going support for identified pupils with a focus on achieving GD by the end of the year. 100% of PP Pupils RAG rated 2.2+, 57% RAG Rated 2.1</p> <p>Y4- 50% of PP Pupils RAG rated 2.2+ (HR left) LM –alternative provision.</p> <p>Y5 – 83% of PP Pupils RAG rated 2.2+ and 50% RAG Rated 2.1</p> <p>Y6 - 62% of PP Pupils RAG rated 2.2+ and 31% RAG Rated 2.1</p> <p><a href="#">Continue to develop writing strategies.</a></p>
<b>Review Term 2</b>	<p>Y3 - 100% of PP Pupils RAG rated 2.2+, 57% RAG Rated 2.1+ and 29% RAG Rated 1</p> <p>Y4 -73% of PP Pupils RAG rated 2.2+, 36% RAG Rated 2.1</p> <p>Y5 - 100% of PP Pupils RAG rated 2.2+, 83% RAG Rated 2.1+ and 50% RAG rated 1</p> <p>Y6 - 100% of PP Pupils RAG rated 2.2+, 62% RAG Rated 2.1+ and 38% RAG rated 1 – <a href="#">GD intervention group established</a></p>
<b>Review Term 3</b>	<p>Y3 - 100% of PP Pupils RAG rated 2.1+ and 57% RAG Rated 1. KS &amp; M-JT RAG rated 1 for GD ensuring that they are continuing to work on GD with their writing.</p> <p>Y4 - 73% of PP Pupils RAG rated 2.2+, 55% RAG Rated 2.1+ and 18% RAG rated 1 – <a href="#">Focus on moving to GD – development of the writing cycle.</a></p> <p>Y5 - 17% of PP Pupils RAG rated 2.2, 83% RAG Rated 2.1+ and 67% RAG rated 1 – 3 children to be targeted for GD in Y6. Currently 1 or 2.1 for GD on the RAG sheet. Additional support/ SEN investigations for XX</p> <p>Y6 – 62% of PP pupils achieved EXS+ in writing at the end of KS2. 8% achieved GD. Two other children targeted to achieve GD did not achieve the standard. Writing progress for PP pupils increased from -3.8 in 2017 to +3.1 in 2018.</p>

Objective 5 Maths Intervention	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Years: Y5 & Y6					
Objective 5 Year 5	Third Space Learning X1 weekly (1 Hour) – Summer Term	£1,431	5 Children – PB, MD, RN, DP, CS & KT	HL & SJ	Children will be EXS+ by the end of the year.
Objective 5 Year 6	EXS Maths Intervention x1 weekly – 2 groups  Arithmetic Intervention x1 weekly  GD Maths Intervention x1 weekly  Third Space Learning x1 weekly (1 hour) Autumn & Spring Terms	AC – Director of Learning    £2,865	EXS Groups – 5 children: OH, LN, E-MT, CJR & LW  Arithmetic – 3 children JH, OH & PR  GD Group – 4 children E-MT, LT, LB & CJR  5 Children – LB, PR, CJ, E-MT & LT	AC & DF	Children will reach EXS+ at the end of KS2  Children will reach EXS+ at the end of KS2  Children will reach GDS at the end of KS2  Children will reach EXS+ at the end of KS2
Review Term 1	Y6 – Identified children accessing Third Space Learning. Intervention groups established. Children identified at RAG meetings and moved accordingly to meet their needs.				

<b>Review Term 2</b>	<p>Y5 – identified Y5 pupils now accessing Third Space Learning from half-term.          Y6 – Intervention groups reviewed at RAG meetings and pupils targeted to address gaps in learning.</p>
<b>Review Term 3</b>	<p>Y5 – identified pupils continue to access Third Space Learning          Y6 – 54% of PP pupils achieved EXS+ in Maths. Progress increased from -4.62 in 2017 to +0.1 in 2018. 8% (1 child) achieved GD in Maths</p>

Objective 6 Emotional Support  Years: Y5 & Y6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 6 Year 4	1:1 Therapeutic Support from Fortis Therapy 1x week (45 Mins)	£41.25 per session	1 child - LM	DN/RB	<p>The child will be able to manage his emotions appropriately, discuss concerns and be able to focus on his learning.</p> <p>Fewer incidents recorded on the behaviour tracking grids</p> <p>Successful transition from PH to full time at Strand.</p>
Objective 6 Year 6	1:1 Therapeutic Support from Fortis Therapy 1x week (45 Mins)	£41.25 per session	3 children – LM, JH & LW	DN/RB	<p>The children will be able to manage their emotions appropriately, discuss concerns and be able to focus on his learning.</p> <p>Fewer incidents recorded on the behaviour tracking grids</p>

<b>Review Term 1</b>	<p>Y4 – LM accessing FORTIS on a weekly basis. He enjoys the time working with the therapist and can identify some strategies for managing behaviour, however he finds it difficult to self-regulate in class and during break times. <a href="#">Continue support.</a></p> <p>Y6 – LM, JH &amp; LW accessing FORTIS on a weekly basis. Improved attitudes to learning evident in class. <a href="#">Support to continue</a></p>
<b>Review Term 2</b>	<p>Y4 – LM moved to alternative provision – My Space</p> <p>Y6 – LM, JH &amp; LW continue to access FORTIS on a weekly basis – <a href="#">support to continue</a></p>
<b>Review Term 3</b>	<p>Y6 - LM, JH &amp; LW continue to access FORTIS on a weekly basis. FORTIS therapist supported the children emotionally through SATS week. LM achieved EXS+ in RW&amp;M. JH achieved EXS in R &amp; W but missed maths by 1 mark. His progress was fantastic; +6.89 for reading, +4.13 for maths and +10.59 for writing.</p>